



Universidad de Puerto Rico, Recinto de Mayaguez
Traditional Report AY 2019-20
Puerto Rico



100% COMPLETE
STATUS: IN PROGRESS

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

003944

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

PO Box 9000

CITY

Mayaguez

STATE

Puerto Rico



ZIP

00681

SALUTATION

Dr.



FIRST NAME

Rebeca

LAST NAME

Orama

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. (**\$205(a)(C)**)

THIS PAGE INCLUDES:

>> [List of Programs](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

List of Programs

GIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1301	Teacher Education - Agriculture	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	

Total number of teacher preparation programs:

3

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. (§205(a)(1)(C)(i))

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission		Completion	
	Yes	No	Yes	No
Transcript	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Fingerprint check	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Background check	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Minimum number of courses/credits/semester hours completed	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Minimum GPA	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Minimum GPA in content area coursework	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Minimum GPA in professional education coursework	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Minimum ACT score	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Minimum SAT score	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Minimum basic skills test score	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Recommendation(s)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Essay or personal statement	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Element	Admission	Completion
Interview	Yes <input type="radio"/> No <input checked="" type="radio"/>	Yes <input type="radio"/> No <input checked="" type="radio"/>
Other Specify: College Entrance Examination Board	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes <input type="radio"/> No <input checked="" type="radio"/>

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

The General Application Index (GAI) in Spanish (IGS) indicates if the student qualify for admission to a particular academic programs. The General Application (IGS) is calculated by combining the 50% high school average and 50% from the PAA or SAT academic aptitude tests. Each Academic Program has a different IGS and may varied from one year to another. Agricultural education is 275. They have established a quota (capacity of students admitted) of 5 students per year. Physical Education is 260 with a quota o 15 students per year. Math Education is 290 with quota of 5 students per year.

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or clear responses already entered) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	Yes <input type="radio"/> No <input checked="" type="radio"/>	Yes <input type="radio"/> No <input checked="" type="radio"/>
Fingerprint check	Yes <input type="radio"/> No <input checked="" type="radio"/>	Yes <input type="radio"/> No <input checked="" type="radio"/>
Background check	Yes <input type="radio"/> No <input checked="" type="radio"/>	Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum number of courses/credits/semester hours completed	Yes <input type="radio"/> No <input checked="" type="radio"/>	Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum GPA	Yes <input type="radio"/> No <input checked="" type="radio"/>	Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum GPA in content area coursework	Yes <input type="radio"/> No <input checked="" type="radio"/>	Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum GPA in professional education coursework	Yes <input type="radio"/> No <input checked="" type="radio"/>	Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum ACT score	Yes <input type="radio"/> No <input checked="" type="radio"/>	Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum SAT score	Yes <input type="radio"/> No <input checked="" type="radio"/>	Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum basic skills test score	Yes <input type="radio"/> No <input checked="" type="radio"/>	Yes <input type="radio"/> No <input checked="" type="radio"/>
Subject area/academic content test or other subject matter verification	Yes <input type="radio"/> No <input checked="" type="radio"/>	Yes <input type="radio"/> No <input checked="" type="radio"/>

Element	Admission	Completion
Recommendation(s)	Yes <input type="radio"/> No <input checked="" type="radio"/>	Yes <input type="radio"/> No <input checked="" type="radio"/>
Essay or personal statement	Yes <input type="radio"/> No <input checked="" type="radio"/>	Yes <input type="radio"/> No <input checked="" type="radio"/>
Interview	Yes <input type="radio"/> No <input checked="" type="radio"/>	Yes <input type="radio"/> No <input checked="" type="radio"/>
Other Specify:	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching 33

Number of clock hours required for student teaching 180

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of years required for teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	4
<u>Optional tool</u> for automatically calculating full-time equivalent faculty in the system	
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	0
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	6
Number of students in supervised clinical experience during this academic year	11

Please provide any additional information about or descriptions of the supervised clinical experiences:

Candidates' clinical experience begins 15 hours classroom observation for the "Nature and Needs of Exceptional Children" course. For this experience, candidates are placed in schools serving students with disabilities or in specialized classrooms for students with special needs to observe diversity and differences among learners. The second clinical experience is 3 hours (minimum) classroom observation in the candidate's content area during the Foundations of Educational Psychology course. The last supervised clinical experience is 15 hours during the Teaching Methodology course. For this experience, candidates are placed in public or private schools to observe cooperative teachers. In most cases, candidates will realize their practice teaching in the same school with the same cooperating teacher. This practice affords candidates an opportunity to become familiar with the school community. The Agricultural Education Program requires two Teaching Practice courses, EDAG 4018 and EDAG 4019. These candidates must perform six hours of laboratory work each week, each semester.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.
 (§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2019-20 Total

Total Number of Individuals Enrolled	29
Subset of Program Completers	15

Gender	Total Enrolled	Subset of Program Completers
Male	15	6
Female	14	9
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Hispanic/Latino of any race	29	15
Native Hawaiian or Other Pacific Islander	0	0
White	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
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Two or more races

0

0

No Race/Ethnicity Reported

0

0

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2019-20

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	12
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education-Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or clear responses already entered).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	12
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	3
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
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99

Other Specify:
KINESIOLOGY

12

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. (§205(a)(1)(A)(iii); §206(b))

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes
- No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes
- No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes
- No
- Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
- No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
- No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes
- No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes
- No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

The Puerto Rico Department of Education (PRDE) informs island Teacher Preparation Program directors and personnel in monthly meetings regarding policy changes and departmental professional needs. The PRDE provides orientation and training for Teacher Preparation Program personnel when standards, curricular guidelines or other such documents change. Our candidates complete 33 hours of classroom observation before enrolling in the teaching practicum course. During these hours of observation, candidates experience teachers' classroom realities. Candidates' first clinical experience is 15 hours classroom observation for the "Nature and Needs of Exceptional Children" course. For this experience, candidates are placed in schools (rural, urban, low-income) serving students with disabilities or in specialized classrooms for students with special needs to observe diversity and differences among learners. The course emphasizes the effective strategies for working with diverse learners and learners with disabilities. The second clinical experience is 3 hours (minimum) classroom observation in the candidate's content area during the Foundations of Educational Psychology course. The last supervised clinical experience is 15 hours (minimum) classroom observation in the candidate's content area during the Teaching

Methodology course. For this experience, candidates are placed in public or private schools to observe cooperative teachers. In most cases, candidates will realize their practice teaching in the same school with the same cooperating teacher. This practice affords candidates an opportunity to become familiar with the school community. For most of the population in Puerto Rico, English is a second language. In the university most of the textbooks and assigned readings are in English. All our students can speak both English and Spanish. Teacher candidates must complete twelve credits in English during their first two years at the university. They are well-prepared to work with limited English proficient students. Most of our teacher candidates are from low income families and rural areas, so they are well able to identify with the typical school population.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

(\$205(a)(1)(A)(i), \$205(a)(1)(A)(ii), \$206(a))

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
- No

2. Describe your goal.

Based on the applications for admissions from the last five years, the university establishes , a quota of students. As few students apply to Mathematics Education, the Mathematics Department has established a quota of 5 students per year.

3. Did your program meet the goal?

- Yes
- No

4. Description of strategies used to achieve goal, if applicable:

We only admitted one (1) students in academic year (2019-2020). University counselors visit public and private schools and promote academic programs including math. In the applications and promotion of the different baccalaureates is the Mathematics Education one. In the orientation week for incoming students, they are told about the option of this program.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

It is important that the recruiters-counselors who visit schools explain the importance of being an excellent high school math teacher.

6. Provide any additional comments, exceptions and explanations below:

The University of Puerto Rico in Mayaguez is a specialist in science and engineering. Students who are good at math prefer to study physics or some of the branches of engineering. The majority of students who take the math teaching and practice courses come from the Department of Engineering and complete the math teacher requirements through the alternate route.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes
- No

8. Describe your goal.

Our goal for 2020-2021 is to have 3 completers in mathematics.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- Yes
- No

10. Describe your goal.

Our goal for 2021-2022 is to have 4 completers in mathematics.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

(§205(a)(1)(A)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

Yes

No

2. Describe your goal.

3. Did your program meet the goal?

Yes

No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

Yes

No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

Yes

No

10. Describe your goal.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

(\$205(a)(1)(A)(i), \$205(a)(1)(A)(ii), \$206(a))

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

Yes

No

2. Describe your goal.

3. Did your program meet the goal?

Yes

No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

Yes

No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

Yes

No

10. Describe your goal.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

(\$205(a)(1)(A)(i), \$205(a)(1)(A)(ii), \$206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

Yes

No

2. Describe your goal.

3. Did your program meet the goal?

Yes

No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

Yes

No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

Yes

No

10. Describe your goal.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. ([§205\(a\)\(1\)\(B\)](#))

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. (§205(a)(1)(D), §205(a)(1)(E))

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

- Yes
 No

- b. use technology effectively to collect data to improve teaching and learning

- Yes
 No

- c. use technology effectively to manage data to improve teaching and learning

- Yes
 No

- d. use technology effectively to analyze data to improve teaching and learning

- Yes
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Our teacher candidates are required to take a learning evaluation course (EDFU 3017). In that course they learn how to prepare daily plans and organize teaching units that include appropriate assessment and evaluation techniques. The candidates learn to use assessment data to plan and revise instruction and to predict future conduct. They also learn how to design a valid assessment instrument and measure its effectiveness. Teacher candidates are required to take The Use of Microcomputers in the Classroom, EDPE 3129. This course emphasizes integration and effective use of technology in the teaching learning process. Candidates prepare numerous digital artifacts and documents during this course, one of which is the beginning of their electronic portfolio. Candidates add work and assessments in subsequent teacher preparation courses to that portfolio work culminating with their Teacher Candidate Work Sample (TCWS) during their teaching practicum. The TCWS requires candidates to analyze data from assessments, plan future instruction based on this analysis, consider alternatives that might be more effective, and show how technology was used to improve student learning. The Teacher Candidate Work Samples and electronic portfolios form key assessment tools for the Teacher Preparation Program itself. We offer, as free electives 5 additional technology courses for prospective teachers to learn how to teach distance effectively. Some professor took the course, "Virtual Professor". Right now we are doing virtual classes because of the Covid 19 Pandemia, students teachers also.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

Our teacher candidates take several courses that help them to develop the special skills and knowledge needed to work with diverse students, students with disabilities and special needs. Those courses include: Foundations of Human Growth and Development (EDFU 3011), Educational Psychology (EDFU 3012), and the Nature and Needs of Exceptional Child (EDES 4006). As well, we will offer 6 additional Special Education courses that prospective teachers can enroll. Some of these courses are Assistive Technology in Special Education, Behavior Modification Applied to a Classroom Setting, and Educational Strategies for the inclusion of students with special needs in the regular classroom.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Prospective teachers must complete the course Nature and Needs of Exceptional Child (EDES 4006). This course offers an overview of the psychological and educational needs of exceptional learners. It provides the experiences and knowledge necessary for the design and implementation of curricular programs, special teaching techniques, and strategies appropriate for exceptional learners. Laboratory and field experiences are an integral part of the course. So this allows students to learn about IEP meetings in a real setting.

c. Effectively teach students who are limited English proficient.

In Puerto Rico, the main language is Spanish, so most students have had limitations in the use of English at some point. Future teachers know these limitations because they have lived them, so they learn within their concentration to work with those limitations.

2. Does your program prepare special education teachers?

Yes

No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

c. Effectively teach students who are limited English proficient.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The traditional Educational Programs offered by UPR-Mayaguez are Math Education, Physical Education (both by the Faculty of Arts and Sciences) and Agricultural Education (by the Faculty of Agricultural Sciences). There are few students enrolled in the Math Education program, but completers always achieve high Math scores on the Puerto Rico Teacher Certification Exams. Frequently, the top score in the Puerto Rico Teacher Certification Exam for High School Math Teachers is made by a completer of the UPRM Math Education program. The Agricultural Education Program is the only program in Puerto Rico that prepares agriculture teachers. All Puerto Rico's agriculture teachers were prepared at UPRM. The Puerto Rico Department of Education requires agriculture teachers to be licensed agronomists. A licensed agronomist may work as an agriculture extension agent. Agriculture teachers participate in Future Farmers of America (FFA) in which students learn to work with animals, to sow and grow plants, and to organize recycling activities. The web page for Agricultural Education is: <https://www.uprm.edu/ciag/edag/>. In addition to preparing excellent teachers, the Physical Education Program offers a summer camp every year for children who are blind or have visual impairments. Most of our Physical Education Teacher Candidates work as volunteers in this summer camp. The web pages for the Physical Education Program is: <http://edfi.uprm.edu/> and <https://wordpress.uprm.edu>. Our Teacher Preparation Program was classified Excellent by the Puerto Rico Department of Education in 2016. The Program was accredited in March 2010 by the National Council Accreditation for Teachers Education (NCATE) with no areas for improvement and all six elements met Target level. That accreditation was officially extended by the Council for the Accreditation of Educator Preparation, CAEP (see <http://uprm.edu/eppcaep>).

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

TITLE:



higher

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2021 TITLE II REPORTS

National Teacher Preparation Data

Welcome Rebeca Orama

Welcome to your Title II Reporting System dashboard.

Your dashboard provides you with the current status of your report(s) and provides you with tools to complete, certify, and download your report(s).

Title II Institution and Program Report Cards (IPRC) are due by April 30.

Do you have questions about your report?

Contact Westat's Title II Support Center if you have questions related to the reporting system (for example, difficulty logging in or error messages when you try to enter data) or questions about definitions or reporting elements. Use the "Send Mail" feature below or email title2@westat.com.

Contact your State Title II Coordinator if you have questions about your program type (traditional, IHE-based alternative route, or non IHE-based alternative route) or your programs at-risk or low-performing status. Use the "Send Mail" feature below.

Contact your testing agency if you have questions or problems related to the timeline or process of reporting and verifying pass rates. You may contact ETS at title2@ets.org. You may contact Evaluation Systems of Pearson at es-titleii@pearson.com.

Traditional Report AY 2019-20

CERTIFIED

Report Completed

Alternative, IHE-Based Report AY 2019-20

CERTIFIED

Report Completed

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